

Year 5 Reading Progression Map

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>D1 I can work out the pronunciation of homophones, using the context of the sentence.</p> <p>D2 I can respond to more sophisticated punctuation.</p> <p>D3 I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses.</p>	<p>C1 I can compare, contrast and evaluate features of non-fiction texts, such as bullet points, labels and diagrams.</p> <p>C2 I can discuss complex narrative plots.</p>	<p>RD1 I can infer a character's moods, thoughts, feelings and attitudes using evidence from the text.</p> <p>RD2 I can draw information from different parts of the text to infer meaning.</p> <p>RD3 I can recognise different points of view and make up my own mind about an issue left deliberately vague by the author.</p>	<p>L1 I can recognise language features of a range of non-fiction text-types that support understanding.</p> <p>L2 I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.</p> <p>L3 I can identify and describe the styles of individual writers and poets.</p>	<p>R1 I can talk about the author's techniques for describing characters, settings and actions.</p> <p>R2 I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts.</p> <p>R3 I am able to talk about themes in a story and recognise thematic links with other texts.</p>	<p>B1 I understand that texts reflect the time and culture in which they were written.</p> <p>B2 I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.</p> <p>B3 I can compare the openings of a particular novels</p>